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Course Profiles

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Course Profile

International Languages, Level 4

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LBADO–LYXDO

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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2002

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Course Overview
International Languages, Level 4, Open, LBADO–LYXDO

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000.*

Prerequisite: International Languages, Level 3, University Preparation or Open

Course Description

This course provides students with opportunities to consolidate the language skills required for effective communication in business and personal contexts. Students will use a variety of print and technological resources that will promote their ability to apply the language in practical situations, and will engage in activities such as writing memos, reading articles, and applying conversational skills in business contexts. They will also add to their knowledge the culture of countries where the language is spoken by using resources from the local and international community.

Course Organization

- In this course profile, four thematic units constitute a complete course. Each unit takes 27.5 hours to complete. One unit has been fully developed; for the other three units, themes have been suggested and tables are provided that give recommendations for clustered expectations, links to the categories of the Achievement Chart, and a focus for each activity. These four units can be used as models for any language and for any other theme.
- More than 65 international languages are taught in Ontario schools. In order to make this resource as useful as possible to all teachers, English is used in the profile, with reference to resources in several languages.
- In many languages, consideration and sensitivity must be shown to the cultural and regional nuances associated with the language, and to the idiosyncrasies and distinct features of the particular language.
- Some languages have writing systems that are not phonetic, some are tonal, and others may stress the oral over the written components. Required grammar and language knowledge elements for European languages for level 4 are found on page 57 of *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000.* Teachers of non-European languages will identify the appropriate features of their particular language that enable students to meet all the required expectations.
- Normally, a "standard" form of the language is taught in our schools. In many languages, however, regional dialects and levels of language may exist. Teachers should make students aware of these variations, in order to increase their knowledge and appreciation of the richness of the language of study. International language teachers should maintain close contact with the language community to stay apprised of changes in the language as they occur.
- Teachers may use this course profile to supplement or adapt activities from existing textbooks or may use it as a complete framework for a course of study where texts are not available. In this case, suitable resources would have to be found in the language of study to carry out the chosen activities.
- This profile contains both generic and language-specific resources (technological, community and print) in the Resources section towards the end of this overview.

Course Notes

This is the final year of a four-level continuum. This course provides students with further opportunities to consolidate the language skills required for effective communication in business and personal contexts. Students use a variety of print and technological resources that enhance their ability to apply the language in practical situations, and engage in activities such as writing memos, reading articles, and applying conversational skills in business contexts. They also add to their knowledge the culture of countries where the language is spoken by using resources from the local and international community.

This course is appropriate for students wishing to further their proficiency in the language for personal or professional reasons, such as future travel or business. Students continue to gain knowledge and practice of useful, everyday vocabulary and structures that enable them to communicate effectively in the language.

The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000 provides essential information on aspects of policy that relate to program planning and the assessment, evaluation, and reporting of student achievement. The curriculum establishes high standards of education for secondary students, and has been designed to ensure that graduates are well prepared to lead satisfying and productive lives and to compete successfully in a global economy and a rapidly changing world. Clear and detailed curriculum expectations and descriptions of achievement levels assist teachers in their assessment and evaluation of students' work. The curriculum integrates material that pertains to violence prevention, anti-discrimination education, and native education where relevant.

The sample units of this course profile can be used as a model for any unit of an international language course. The themes chosen are applicable to most languages.

- Integrated Grammar and Language Knowledge: Grammar and language knowledge are always integrated into the listening, speaking, reading and writing activities of students to provide a real context for their use, and to help students see the inseparability of this knowledge from their use of the language. Teachers should choose the appropriate point at which to introduce, practise and review these language structures.
- Strands: At this level, listening and speaking activities continue to play an important role in the classroom experience of students, while increasing emphasis is placed on reading and writing activities.
- Expectations: Overall and specific expectations from Oral Communication, Reading, and Writing are the basis of each unit and the starting point for planning an activity or an entire unit. Listening, speaking, reading, and writing are always taught and practised in combination, and so it is logical to cluster expectations from several of the strands in the planning of unit activities.
- Unit charts: Charts following each unit description contain suggested clustered expectations (coded at the end of this overview), along with focus activities, and links to the Achievement Chart categories.
- Reading: According to *The Ontario Curriculum Grades 11 and 12, Classical Studies and International Languages, 2000,* students are expected to read at least 120 pages of text (60 intensive, 60 extensive) at this level.
- Portfolios: Portfolio assessment can serve as an ongoing measure of a student's progress towards meeting curriculum expectations. International language students should assemble a portfolio that includes samples of performance in all language skill areas: listening, speaking, reading and writing. The portfolio should contain teacher-selected as well as student-selected samples. Video samples of student performances may be used, if the necessary equipment is available. A typical student portfolio might include:
  - selected unit tests/quizzes
  - a final examination
  - teacher-selected writing pieces from different points in the year—to show growth over time

- student-selected writing pieces
- other writings or projects, e.g., journals, book reports
- speaking sample on tape
- video sample
- a checklist of the curriculum skills that the student has mastered

- Appendix A: contains writing strategies and suggestions for teachers to use in international language classes. These strategies help students to acquire good writing skills and make written communication more effective. The acquisition of good writing strategies in any language reinforces literacy in the first language of the student, and international language teachers can play a key role in helping students work towards improvement in this important area.
- Appendix B: deals with the language portfolio (see Portfolios above).
- Appendix C: contains tracking sheets designed to assist the teacher with monitoring ongoing student performance, with links to the portfolio.
- Appendices that relate to the fully developed Unit 3, Showtime!, are found at the end of the unit.
- Internet: Teachers should be familiar with school and board policies regarding acceptable use of the Internet. Close monitoring of student use of the Internet is very important to avoid misuse.
- Safety: A prime concern of teachers is always the physical safety of students within their jurisdiction, and the prevention of violence within the school environment.
- Avoidance of bias/stereotyping: Teachers should plan classroom activities that avoid bias/stereotyping.
- Precaution: Teachers using classroom activities involving food need to take precautionary measures to ensure that students with food allergies are not placed at risk or that students with food prohibitions (for religious or other reasons) are not made to feel uncomfortable. It may be appropriate to use parental permission forms.
- Sensitivity: In discussions, questionnaires, surveys, "no comment" must be accepted as a valid answer to sensitive issues. At all times, sensitivity to the disclosure of personal information and the right to privacy should guide teachers' questions and actions.
- Community involvement: Procedures and guidelines regarding community involvement in school activities need to be known and followed. (See *Ministry of Education Program/Policy Memo* No. 124.)
- Integration: Wherever appropriate, activities that promote collaboration and integration with other school departments and the community are encouraged. These activities broaden students' perceptions, help them to make important connections, and link them to the world beyond the classroom walls.

Units: Titles and Time

Unit 1	Story-telling	27.5 hours
Unit 2	Pop culture	27.5 hours
* Unit 3	Showtime!	27.5 hours
Unit 4	Travel and Tourism	27.5 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Storytelling

Time: 27.5 hours

Unit Description

Students read a variety of excerpts from literature, including poetry, short stories, plays, and novels. They examine universal themes, use of language in storytelling, and elements of a story. In addition, they compare how stories are presented in a variety of media, e.g., newspapers, magazines, radio, or TV.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.04, RE1.01, RE1.02, RE1.04	Knowledge/ Understanding Application Communication Thinking/Inquiry	Folk tales and oral tradition
2	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.04, RE1.01, RE1.02, RE1.04	Knowledge/ Understanding Application Communication Thinking/Inquiry	Listening to and reading folk tales
3	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/ Understanding Application Communication Thinking/Inquiry	Reading and writing abridged versions of stories
4	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.05	Knowledge/ Understanding Application Communication Thinking/Inquiry	Stories on modern themes
5	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/ Understanding Application Communication Thinking/Inquiry	Reality and fiction: life stories and stories about life

Unit 2: Pop Culture

Time: 27.5 hours

Unit Description

After reading about celebrities from the culture of the language of study, students choose someone from the culture being studied to research in more depth. Using print, community, and Internet resources, students research and prepare a report to present to the class.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.02, RE1.02, RE1.05, WR1.05	Knowledge/Understanding Application Communication Thinking/Inquiry	Who's who in the language of study?
2	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.03, RE1.03, RE1.04, WR1.02, WR1.05	Knowledge/Understanding Application Communication Thinking/Inquiry	Researching specific celebrities
3	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.03, SP1.01, SP1.03, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01	Knowledge/Understanding Application Communication Thinking/Inquiry	First steps of the writing process
4	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.03, SP1.01, SP1.03, SP1.04, RE1.01, RE1.03, WR1.01, WR1.03, WR1.04, WR1.05	Knowledge/Understanding Application Communication Thinking/Inquiry	Getting ready to present
5	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.05, WR1.02	Knowledge/Understanding Application Communication Thinking/Inquiry	Show and tell

Unit 3: Showtime!

Time: 27.5 hours

Unit Description

Students consider the high profile of celebrities in the media. Authentic television commercials and programs provide cultural input, while comic book selections and storyboards serve as springboards for the students to write their own scripts for a television show. Students role-play various stages of the audition process and write résumés with cover letters. Students critique each other's productions and assemble newspaper entertainment spreads in groups. Finally, students submit assignments for their language portfolio.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/Understanding Application Communication Thinking/Inquiry	Media trends
2	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/Understanding Application Communication Thinking/Inquiry	Writing a television script
3	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/Understanding Application Communication Thinking/Inquiry	The audition process

Cluster	Learning Expectations	Assessment Categories	Focus
4	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.03, WR1.04	Knowledge/Understanding Application Communication Thinking/Inquiry	The rehearsal process
5	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/Understanding Application Communication Thinking/Inquiry	Staging a production

Unit 4: Travel and Tourism

Time: 27.5 hours

Unit Description

Students gather information about cultural and historical sites that exist in the countries where the language of study is spoken, then choose one to research. They read short pieces of literature representing various periods of history connected to these sites. Students obtain information from the Internet and travel agencies and progress through a writing process (see Appendix A) to develop an expository paragraph and a travel brochure. The focus for their research serves as the theme for a dialogue in which students simulate a conversation in a travel agency. The unit culminates in a group-developed travel magazine or web page and a travel fair. Refinements are made to student portfolios and the end-of-course portfolio interview takes place. (See Appendix B for information about the portfolio evaluation.)

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.03, SP1.01, SP1.04, RE1.01, RE1.02, RE1.05, WR1.01	Knowledge/Understanding Application Communication Thinking/Inquiry	Travelogues
2	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.03, SP1.01, SP1.02, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.05	Knowledge/Understanding Application Communication Thinking/Inquiry	Travel trends
3	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, RE1.02, RE1.03, RE1.04, RE1.05, WR1.03, WR1.04, WR1.05	Knowledge/Understanding Application Communication Thinking/Inquiry	Travel agencies
4	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.02, WR1.01, WR1.03, WR1.04, WR1.05	Knowledge/Understanding Application Communication Thinking/Inquiry	Writing a travel magazine or a webpage
5	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/Understanding Application Communication Thinking/Inquiry	Presenting a travel fair

Teaching/Learning Strategies

It is important that students have opportunities to learn in a variety of ways: individually and cooperatively, independently and with teacher direction, through researching, observation, and hands-on activities, and through practice in all the skill areas. The strategies chosen should vary according to the curriculum expectations and the needs of the students.

The following considerations will guide teachers in the planning of international language courses.

- *Assessment*: developing assessment packages before teaching a unit allows both the teacher and students to share a clear understanding of the expectations. With a culminating activity in view, students are more motivated and better prepared to progress through diagnostic and formative activities.
- *Learning styles:* students learn in a number of different ways. Teachers should take these learning styles into consideration when planning student activities.
- *Groupings:* a variety of individual, pair, small group, and whole class activities allow students to practise language skills and to interact with their peers and with the teacher in different situations and contexts. Some strategies to consider are:
  - individual: e.g., note-making, gathering and organizing information, reading, writing, questioning, conferencing, problem solving, researching projects;
  - pair/small group: e.g., collaborative/cooperative learning activities, interviewing, creating and performing dialogues and skits, peer editing, simulating, problem solving, creating projects;
  - whole class: e.g., brainstorming, problem solving, presenting/introducing, discussing.
- *Practice:* in order to develop strong language skills, practice in all areas is essential after the introduction of vocabulary and structures. Teachers should provide adequate practice for students in all strands in a variety of situations.
- *Technology:* information technology provides a variety of resources to facilitate and enrich language learning. Software programs and CD-ROMs also offer students a rich variety of experiences – both linguistic and cultural – to which they might otherwise not have access. The Internet provides students with a wealth of information, news, and texts in the language of study. Through organizations and sites that coordinate e-mail discussions, students can communicate with speakers of various languages from around the world. These activities need to be closely monitored by the teacher.
- *ESL/ELD (English Literacy Development):* European-based international language programs support ESL/ELD students in their efforts to develop communication skills, and can be beneficial in understanding the fundamental principles that are operative in the English language. Teachers should work closely with parents, colleagues, career counsellors, school administrators, and community support networks to ensure that ESL/ELD students learn to make connections between languages with similar structures and/or vocabulary, e.g., cognates, how adverbs are used, verb tenses.
- *Exceptional students:* because language instruction is a complex process, international language teachers must take particular care to adapt their teaching approaches and strategies to the needs of their students, as set out in the Individual Education Plan. Because the study of languages promotes creative thinking and problem solving, as well as the development of essential communication skills, international language courses have particular benefits for some exceptional students and increase their chances for success in other areas of the curriculum.
- *Cooperative education and career education:* students enrolled in international language programs can derive great benefit from cooperative education placements that allow them to apply the language skills they have developed in the classroom in practical situations. International language programs prepare students for careers in a wide variety of fields, and equip them for a future that requires well-developed thinking, analytical, and communication skills.

- *Community:* community organizations, cultural centres, consulates and embassies, as well as native speakers of the language of study who live in the community provide rich resources for students of international languages. Wherever appropriate, community resources should be integrated into language programs.

Assessment & Evaluation of Student Achievement

The recent emphasis on assessment and evaluation and its impact on the planning of classroom activities under the new curriculum is reinforced in the editorial found in *Orbit*, OISE/UT's Magazine for Schools, Volume 30, Number 4, 2000, which states:

> Assessment and evaluation are central to educational reform initiatives all over the world. Not only are countries, provinces, and states relying on large-scale assessments as measures of the progress and success of their initiatives, but also classroom assessment has become a major part of the agenda for improving student learning. The changes that are occurring in classroom assessment are not just superficial tampering. They represent major shifts in thinking about learning, about accountability, about schools, and about teaching. Classroom assessment reform is much more than using a variety of new techniques. It means teachers using their judgments about children's knowledge or understanding to improve the teaching process and to determine what to do for individual children. It means providing descriptions of student performance and sharing the decision-making. It means making assessment criteria visible and bringing parents and students into the process. It means making a fundamental shift in thinking about how and why assessment and teaching are integrally connected. (Used with permission of the editor)

The primary purpose of assessment and evaluation, then, is to improve student learning. Data gathered help determine students' achievement of the curriculum expectations in each course and provide valuable information to students and parents regarding progress and steps toward improvement.

Assessment is the process of gathering information from a variety of sources (including assignments, presentations, projects, performances, and tests) that accurately reflect how well a student is achieving the curriculum expectations. The word "assess" comes from the Latin word that means "to sit beside". The teacher "sits beside" and coaches students toward higher achievement. The main purpose of assessment, therefore, is to provide descriptive feedback to students to guide their efforts toward improvement.

Evaluation is the process of judging the quality of students' work on the basis of established criteria, and assigning a value to represent that quality.

Assessment and evaluation are based on the curriculum expectations (by strands) and the achievement levels outlined in the policy document *The Ontario Curriculum Grades 11 and 12, Classical Studies and International Languages, 2000.* In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the Achievement Chart;
- are varied in nature and authentic, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students;
- are fair and equitable to all students;
- accommodate the needs of exceptional students and ESL/ELD students;
- ensure that each student is given clear directions for improvement;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

A final mark is recorded for each international language course and a credit is granted for every course in which the student's grade is 50% or higher.
The final grade is determined as follows:

- 70% of the grade is based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course and comprehensive in nature.

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations. *(The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000,* page 15)

The final evaluation should not be based on a numerical average, but rather should reflect the most consistent achievement of the student.

All types of assessment/evaluation – diagnostic, formative and summative – need to be used. Diagnostic and formative assessment provides valuable information and feedback to students to enable them to improve their skills. Carefully chosen summative evaluation activities provide students with opportunities to demonstrate their skill and knowledge in situations that integrate language skills.

Some appropriate tools for diagnostic and formative assessment in an international language class include: observation (formal and informal), student-teacher conferencing, dictations, cloze exercises, oral/aural quizzes, teacher-generated and course-generated tests, formal written assignments, creative writing assignments, role performances, simulations. Some appropriate tools for summative evaluation include: formal written assignments, listening and reading comprehension tests, projects, oral presentations, complex and varied performance tasks. Rubrics for oral and written assignments, checklists and rating scales provide useful information to students. They clarify what is expected of them and how the teacher and/or peers make judgements on their performance. A common understanding of what is expected makes feedback to students more valuable. In addition, the above-mentioned tools, that establish clear criteria for evaluation, help to ensure consistency among different teachers within a department.

Accommodations

The teacher should consult individual student IEPs for specific direction on accommodation for individuals. The learning of a language is a complex task and requires skills in a number of areas – specifically, the ability to listen and comprehend, to read and understand, and to respond to what is heard or read (by speaking and/or writing). All aspects of these tasks are recognized, practised, assessed and evaluated by the teacher. Every attempt is made by the teacher to accommodate exceptional students' individual needs, in order to maximize their chance of success in the course.

The following are some considerations that must be kept in mind:

- Individual Education Plans for exceptional students for specific direction on accommodations;
- enrichment materials/activities available;
- alternative or independent assignments or projects;
- flexible groupings/roles of students according to needs and assignment;
- flexible time for preparation of assignments or presentations;
- resource packages or reinforcement sheets for extra practice;
- clarification/restatement of terminology or instructions at a language level appropriate to the student's stage of proficiency;
- extra models and examples provided for oral or written assignments;
- class time planned for teacher and/or peer assistance;

- flexibility in mode of presentation of assignment (e.g., cassette recorder or computer as alternative to hand-written assignment);
- visual and verbal instructions given;
- a quiet space provided for writing tests;
- flexible seating;
- tasks prioritized for completion.

Resources

This resource list is divided into three sections: A – Language-related websites; B – Community resources; C – Resources related directly to the themes of the fully developed unit.

For additional resources teachers should contact individual publishers and distributors. For many languages, community resources will be very helpful: community organizations, clubs, embassies, consulates, travel agents, newspapers, radio and television stations, theatres, and native speakers from the community. Teachers should ensure that all resources are free of bias and stereotyping, and that they are appropriate to the age and interests of students in the Level 4 course.

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Websites of interest to language teachers:

- Google – www.google.com - a multilingual search engine
- Discovery School: Kathy Schrock's Guide for Educators – http://school.discovery.com/schrockguide/assess.html - assessment and rubric information
- Ontario Modern Language Teachers' Association (OMLTA) – http://webhome.idirect.com/~omlta
- Canadian Association of Second Language Teachers – http://www.caslt.org
- American Council on the Teaching of Foreign Languages – http://www.actfl.org/
- Modern Language Association of America – http://www.mla.org
- Foreign Language Internet Search Engines – http://www.bizforms.com/search.htm - a foreign language search engine directory categorized by country, from Argentina to Venezuela
- Language Learning and Technology – http://llt.msu.edu - an on-line journal for language educators
- Activities for Foreign Language Classes – http://members.aol.com/maestro12/web/wadir.html - includes sample web lessons and links to teacher resource pages
- Internet Resources for Language Teachers and Learners – http://www.hull.ac.uk/cti/langsite - links to general and language-specific websites, using the Internet as a medium of language teaching, language products and services
- MIT Libraries: Foreign Language News and Newspapers – http://libraries.mit.edu/guides/types/flnews/ - links to electronic journals, newspapers and magazines in Chinese, French, German, Italian, Japanese, Portuguese, Russian and Spanish
- Learning Languages (F. X. Micheloud) – http://www.micheloud.com/fxm/LA - articles, recommended books, language experiences, links to newspapers and radio stations around the world

- E.L. Easton: Languages – www.eleaston.com/languages.html - materials for teaching and learning: grammar, reading, listening, dictionaries, key pals, culture, proverbs, quizzes and tests, publishers, and much more
- National Anthems – www.thenationalanthems.com - music, words and flags from 193 countries
- Department of Foreign Languages and Literatures (Appalachian State University) – http://www. acs.appstate.edu/dept/fll - a university site with language papers, resources, Internet courses and study abroad programs
- Foreign Languages for Travellers – http://www.travlang.com/languages - vocabulary grouped by theme, language course information, translating dictionaries, currency information, and more
- International Collection of Tongue Twisters – http://www.uebersetzung.at/twister - a fun site with the world's largest collection of tongue twisters – over 2000 entries in 87 languages
- The Staff Room for Ontario Teachers – http://www.odyssey.on.ca/~elaine.coxon/ - links for planning, teaching using technology, rubrics, assessment, evaluation and reporting, using the Internet in the classroom, and more

B. Community Resources

Teachers may wish to search for community information on the Internet, using a search engine and typing "community information" and the name of a city. In Toronto, for example, one listing is *Blue Book 2001,* a directory of community cultural and linguistic groups (416 392-4575 for purchase). Typing the name of other cities yields equally valuable resource information.

For information on Embassies and Consulates of other countries in Canada, visit one of the following websites:

- Embassies and Consulates of Other Nations to Canada – http://www.embassyworld.com/embassy/canada2.htm
- Embassies to Canada – http://info.sources.com/embassy/embstoca.htm
- Embassies Ottawa – http://www.docuweb.ca/EmbassiesOttawa/members.html

C. Unit Resources – Showtime, Unit 3

Scriptwriting software programs

- Independent Film and Video Chicago. *Page 2 Stage*. Chicago: iFV, 2001. *Page 2 Stage* properly handles all European and Far Eastern alphabets, including Chinese, Japanese, & Korean. *Page 2 Stage* is also available in 30 languages from Arabic to Turkish. This language support includes a translation of the program, and, in most cases, a local dictionary. Some languages also have a translation of the online help. For information re: minimum hardware requirements, prices and ordering, go to www.page2stage.com
- Final Draft, Inc. *Final Draft 5 (The Screenwriter's Choice).* Los Angeles: The Writer's Computer Store, 1996-2000. Foreign Language Dictionaries are available for *Final Draft 5* in English, French, German, and Spanish. For information re: minimum hardware requirements, prices and ordering, go to www.writersstore.com
- Screenplay Systems, Inc. *Movie Magic Screenwriter 2000.* Los Angeles: The Writer's Computer Store, 1996-2000. Foreign Language Dictionaries are available for *MovieMagic Screenwriter* for writing scripts in Danish, Dutch, French, German, Italian, Norwegian, Spanish, Swedish, or UK English. For information re: minimum hardware requirements, prices and ordering, go to www.writersstore.com.

Note: There are many links on the Internet related to *scriptwriting* (also *screenwriting*). The teacher can find more information related to scriptwriting, software and Internet sites in a wider variety of languages by performing an Advanced Search mentioning the language of study, e.g., www.google.com is a good search engine for this purpose.

Chinese Resources

Dictionaries

- *XinHua Dictionary with English translation*. The Commercial Press International Co. Ltd., 2000. ISBN 7-80103-198
- *English-Chinese Pinyin Dictionary*. China International Broadcasting, 1997. ISBN 7-5078-1472-6

Print

- Lai Lan Xiang, *Chuanmei Zhongwen Xiezuo*, Zhonghua Shuju. ISBN 962-231-229-2

German Resources

Dictionaries

- *The Oxford-Duden Pictorial German and English Dictionary*. Oxford: Oxford University Press, 1995. ISBN 0198645023
- Tillman, Herbert. *Fachwörterbuch Hörfunk Und Fernsehen/Dictionary of Radio and Television Terms: Deutsch-Englisch/English-German*. Toronto: Wiley Canada, 2000. ISBN 3895781061

Print

- Jarvis, Shawn C., W.S. Kraft, I. Mueller, and R.H. Specht. *Deutsch Aktuell 3,* 4th ed. Saint Paul, Minnesota: EMC/Paradigm Publishing, 1999. pp. 272-273 *(Interview mit der Bürgermeisterin einer Bio-Stadt)*, pp. 276-277 *(Rollenspiel: Fragebogen über Inline Skating),* pp. 349-351 *(Das Internet, Surfen)*. ISBN 0-8219-1702-1 (Teacher's Edition)

Modern Greek Resources

Dictionaries

- Tegopoulos & Fytrakis. *Elliniko Lexiko*. Eleuftherotypia, Athina, 1995.
- Babiniotis, G. *Lexiko tis Neas Ellinikis Ylossas*. Kentro Lexilogias, Athena, 1998.
- Kriaras, Emmanuel. *Neoelliniko Lexiko, Lexiko tis Sychronis Dimotikis Ylossas*. Ekthotiki Athinon, Athina, 1994.
- *Lexiko tis koines Neoellinikis, Institouto Neoellinikon Spouthon*. Ithryma Manoli Triandafphyllidi, Thessaloniki.

Italian Resources

Dictionary

- *Italian Concise Dictionary*. Mondadori, Arnaldo Editore, Glasgow: Harper Collins Publishers, 2000.

Technological

- Il linguaggio della pubblicita – http://www.mix.it/eurispes/EURISPES/190/default.htm
- Guida alla composizione del curriculum vitae – http://www.microsoft.com/italy/office97/word/assistance/wdcurri1.asp
- Il grande cinema italiano sul Web – http://members.it.tripod.de/cinemotore/22.html
- Italian cinema and screenwriters – http://www.mclink.it/mclink/cinema/script.html

Japanese Resources

Dictionaries

- *Basic Japanese-English Dictionary*. (The Japan Foundation), Bonjinsha/Oxford University Press, 1992. ISBN 4-89358-004-3
- *Kenkyusha's Furigana English-Japanese Dictionary*. Kenkyusha, Tokyo, Japan, 1990. ISBN 4767411726
- Masuda, K. (ed.). *Kenkyusha's New Japanese-English Dictionary*. Kenkyusha, Tokyo, Japan, 1990. ISBN 4767420253
- Nakao, S. *Random House Japanese-English English-Japanese Dictionary*. New York: Random House, 2000. ISBN 0-679-78001-7

Spanish Resources

Dictionaries

- Galimberti Jarman, Beatriz and Roy Russell, (ed). *The Oxford Spanish Dictionary: Spanish-English/English-Spanish,* Oxford University Press (Trade). ISBN 0198645104
- *Larousse Concise Spanish-English English-Spanish Dictionary*. Random House Reference. ISBN 0375700846

OSS Considerations

Ministry of Education. *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000*

Ministry of Education. *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000*

Ministry of Education and Training. *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999*

Ministry of Education. *The Ontario Curriculum, Grades 11 and 12, Course Description and Prerequisites, 2000*

Appendix A

Writing in the International Language Classroom

Strategies to support students during the writing process

Writing is often the most difficult of the language skills for international language students. It requires thorough knowledge of vocabulary and language structures, organization, precision, and a certain measure of inspiration. It is important for students to know that in a second language, just as in a first, writing is a process. In addition, it is important for them to remember that there are tools (dictionaries, grammar texts, etc.) and people (peers, teacher) to help them through this process.

Below are the steps in the writing process and some suggested activities for each step. These can be adapted to suit the writing task assigned. These suggestions are written for the student.

1. Pre-Writing

This stage is the starting point in the process. Its purpose is to spark interest and to begin the organization of ideas.

Select a topic.

Questions to ask:

- What do I want to say about the topic?
- Who will my readers be?
- How do I want my readers to respond to my writing?

Steps to take:

- Brainstorm (ideas, feelings, words, phrases) on your own or with classmates.
- Discuss your ideas with others (friends, family).
- Gather information (research) from newspapers, books, films, television, experts, the Internet, and your own experience.
- Write well-organized point form notes about the information you discover.
- Choose a form, e.g., poem, memoir, essay, speech, storyboard, newspaper article.
- Create an outline or plan.

2. Drafting/Writing

This is the stage where you make your first organized attempt to express your ideas. It is the actual art of composing.

Steps to take:

- Without worrying about neatness, spelling or grammar, just write quickly what comes to mind.
- Double-space your writing so there's room for notes and changes.
- Follow your pre-writing plan, but be open to new ideas and directions.
- Write notes on your draft about different possibilities/ideas/approaches.
- Once major sections are established, if you get stuck with wording or ideas in one section, move to the next section and come back later.

Appendix A (Continued)

3. Revising

This stage is the reflecting phase on what has been written. Think carefully about how you can improve what you have written to make it more interesting and more comprehensible for the reader. This step may be repeated more than once for some pieces of writing.

Steps to take:

- If possible, leave your draft for a day or two and come back to it with fresh eyes, asking yourself these questions –
  - Does it make sense?
  - Is my meaning clear?
  - Do I have any questions about what I have written?
  - What do I like or dislike about what I have written?
- Read your draft from your readers' point of view so you can make changes in light of their needs.
- Read your work aloud to check that the meaning is clear.
- Get another person to read your draft, looking for strengths and areas for improvement.
- Make minor or major revisions to the text as necessary – cutting, adding new material, reformulating ideas, and moving sections around to improve the coherence.
- Enrich the vocabulary where possible.
- Correct spelling, grammar, and punctuation.
- Prepare a new draft with all the changes you've decided to make.

4. Proofreading/editing

This stage is the refining phase. It is used to correct and polish your writing.

Steps to take:

- Consider suggestions and remarks made by the teacher or peers.
- Proofread your work several times, looking for errors in grammar (verb forms and tenses, noun and adjective agreements), syntax (Are ideas properly connected?), spelling, and punctuation. Look for a different type of error each time you read.
- Use dictionaries to double-check your corrections.
- Read your writing aloud again, making small changes to improve the flow.
- Ask someone to help you proofread your work.
- Prepare a final draft, taking into consideration the format, e.g., title page, table of contents, bibliography.

5. Publishing

This is the final stage in the process. It is now ready for its audience. It should reflect the maximum potential of the author (student) in terms of language skill and development.

You can use word processors, computer graphics, special paper, and your own art to make your finished writing eye-catching and enjoyable to read. It may be shared with the teacher, classmates, other classes, another teacher, the principal, parents, or a more general audience.

Appendix A (Continued)

Notes to the Teacher

The Role of the Teacher in an Effective Writing Program in an International Language Class

In order to create an effective writing program in an international language classroom, the teacher should fulfill the following roles:

- planner
- researcher
- advisor
- manager
- role model
- evaluator
- resource person
- confidant

Suggested Writing Topics

- a book report
- a personal reaction to someone or something, e.g., a piece of music, a photograph, a work of art or sculpture
- a character sketch of a real or fictitious person
- a continuation of a scene from a play or a novel
- a variation of a scene from a play or a novel
- an outline of a plot from a short story or a novel
- a poster advertising a play or a novel
- a program for the opening night of a play
- a poem inspired by a reading
- an imaginary conversation between the student and a character from a novel or play
- a diary for a character from a novel or play
- a personal diary
- a narrative rewritten in dialogue form
- a dialogue rewritten in narrative form
- a film script of a scene from a novel or play
- captions for a cartoon
- the headline and article of a sports or cultural event
- an interview with a well-known historical or contemporary person
- an interview with a movie or stage actor/actress
- an interview with a political figure
- a classified ad to sell something
- a brochure to promote a new company
- a tourist pamphlet about a town, region or country
- a letter to the editor of a newspaper about a current issue or event
- a critique of a film or TV show
- a culinary critique of a restaurant
- a report on a trip or holiday
- a job application
- a piece of creative writing – descriptive, expository, narrative

Appendix A (Continued)

Writing Paragraphs

A paragraph is a group of sentences written about one main idea. Every paragraph contains these three elements: a topic sentence, clearly identifying the main idea; supporting sentences, giving more details about the main idea; a closing sentence, concluding the idea of the paragraph, and perhaps providing a link to the next paragraph.

Paragraphs may be narrative (telling a story), descriptive or persuasive (expressing an opinion) or explanatory/instructive.

Writing Essays

An essay is a piece of writing containing several paragraphs in which a writer demonstrates that he/she has researched and thought about a topic enough to express a clear opinion on it. An essay is written for a specific purpose, and to appeal to a specific audience.

Five common types of essays are: persuasive (to express a point of view), personal (an experience or subject that interests the writer), literary (a response to a story, novel, poem, essay or film), descriptive (describing a person, place, thing or experience), or research (presenting information gathered from a variety of sources).

Writing A Résumé

There are many formats for writing an effective résumé. Whatever the format they should always:

- give employers the information they need in a clear and concise way;
- highlight the skills and experience that make the writer the right candidate;
- be free of grammatical and spelling errors.

The elements of a typical résumé are:

- Identification – includes name, address, phone, fax or e-mail information;
- Education – includes name of school, year of study, awards, courses that relate to the job;
- Work and Volunteer Experience – includes two or three skills that will make the writer a good employee and how the writer has acquired and used them;
- Other Activities – includes clubs, hobbies, any other job-related skills that have been learned;
- References – includes past employers who have liked the writer's work, teachers, volunteer coordinators (always ask permission to use someone as a reference).

Try to limit the résumé to one page, if possible, without making it look crowded.

Journal Writing

Journal writing is one means of giving students extensive practice in writing while keeping correction work by the teacher to a minimum. It also benefits the student by reducing or eliminating the threat of poor grades.

Journal writing usually consists of having students write down their thoughts and feelings about events and experiences in a notebook set aside for that purpose. The activity may be used for a variety of purposes:

- to help students question and investigate what they think and feel;
- to encourage students to think through issues or problems from different points of view;
- to practise writing without worrying about a grade;
- to communicate ideas or personal experiences with the teacher.

How often students write in their journals and how often the teacher collects and reads them varies with the class. Teachers may suggest topics, or students may choose their own topic.

Appendix B

The Language Portfolio: Level 4, Grade 12, International Languages

A Rationale for Portfolio Assessment:

The portfolio is a multifaceted assessment tool. It encourages growth, monitors and records progress and promotes individual self-expression. In addition, portfolios improve data collection and add the dimensions of time and space to the evaluation process, thus enabling teachers to test what they teach. An integrated portfolio system is more than a collection of work however, since assessment is inseparable from the curriculum. Portfolios can actually provide a structural reconfiguration of summative evaluation methods for formative monitoring of student growth in the areas of skills, knowledge, cultural awareness and attitudes.

Cipolle, Susan and Funston, James F. and Claudia S. Johnson, YA! (Somos así) Portfolio Assessment. St. Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN: 0-8219-1949-0, p. 1.

International Languages Portfolio Assignment Sheet – Final Evaluation

Components:
Showcase Portfolio (reading/writing)
Showcase Portfolio Interview (communication)

Instructions:
Decide early on which language-related job you plan to apply for at the end of the course, e.g., you can role-play a flight attendant, travel agent, language instructor, tour guide, secretary, etc.) During the course, choose a suitable container, e.g., file folder, binder with sheet protectors and a zipper, scrapbook, commercial portfolio or scrapbook kit, and collect at least 2 pieces of your work that reflect your growth and language development in each of the following areas:

- Listening
- Speaking
- Reading
- Writing
- Technology
- Goal-setting/careers

Also, include:

- Your performance record sheets
- Your anecdotal record
- Any rubrics or feedback you have received from other students or your teacher

Include a typed résumé at the front of your portfolio in English (or in the language of study). Be sure to include a Table of Contents and a one-page typed reflection (200 words) at the back of the portfolio that address the following:

- Why you have chosen these items
- How these items reflect your skills needed for the job you are applying for

Deadline: _____
(a date one week before the oral interview during the final evaluation schedule)

Appendix B (Continued)

Rubric: Process Assessment — Preparation and Presentation of Portfolio

Note: The assessments suggested in the following two rubrics are useful in informing the teacher's professional judgment for the formulation of the final mark; however, teachers may choose to record a mark only for the more language-oriented criteria — Communication and Knowledge/Understanding.

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Application Use of writing process	- uses writing process with limited success for improvement	- uses writing process with some success for improvement	- uses writing process with considerable success for improvement	- uses writing process with outstanding success for improvement
Communication Content, information conveyed (oral and written)	- communicates ideas and information with little clarity	- communicates ideas and information with limited clarity	- communicates ideas and information with some clarity	- communicates ideas and information with great clarity
Knowledge/ Understanding Grammatical structures, vocabulary, style	- demonstrates limited knowledge of language conventions	- demonstrates some knowledge of language conventions	- demonstrates considerable knowledge of language conventions	- demonstrates extensive knowledge of language conventions
Thinking/ Inquiry Reflection	- expresses limited relevant detail	- expresses some relevant detail	- expresses considerable relevant detail	- expresses outstanding relevant detail
Choice and organization of items, table of content	- chooses a narrow selection of items	- chooses a limited variety of items of different types	- chooses a variety of items of different types	- chooses a wide variety of items of different types
	- demonstrates limited organization	- demonstrates some organization	- demonstrates considerable organization	- demonstrates outstanding organization

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Comments:

Appendix B (Continued)

Oral interview format for culminating activity (using student's portfolio)

Questions from teacher:

A. *Overview of course (discussion), not in role*

1. Which activity in this course did you find most interesting? Why?
2. Which activity in this course did you find most challenging? Why?
3. How have you learned to use the language more effectively?
4. Do you plan to use the language after high school? If so, how?

B. *Discussion of portfolio: role-play*

1. Did you bring a résumé with you?
2. Looking at the achievement chart (see p. 63, *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000)*, find examples of your work which demonstrate the four categories. Which level of achievement do you think your work demonstrates?
3. Using your portfolio as evidence, tell me why you should get the job?

Rubric: Oral Assessment – Portfolio Interview

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Thinking/Inquiry Ideas	- makes few connections between questions and activities	- makes some connections between questions and activities	- makes considerable connections between questions and activities	- makes many connections between questions and activities
Communication Fluency	- answers with limited fluency	- answers with some fluency	- answers with considerable fluency	- answers with almost native fluency
Knowledge/ Understanding Use of language	- frequently needs help with vocabulary and structures	- occasionally needs help with vocabulary and structures	- rarely needs help with vocabulary and structures	- never needs help with vocabulary and structures
Application Role-play	- makes minimal attempt to stay in role	- makes some attempt to stay in role	- makes a good attempt to stay in role	- demonstrates complete focus on staying in role
Use of portfolio	- finds few work samples with confidence	- finds some work samples with confidence	- finds work samples with considerable confidence	- finds work samples with complete confidence

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Comments:

Appendix C

Performance record

Student:

	Learning Expectations	Vocabulary and/or Grammar	Achievement categories	Achievement level	Performance	Comment	Date
Diagnostic Assignment			K/U C A T/I				
Formative Assignment			K/U C A T/I				
Summative Assignment			K/U C A T/I				
Diagnostic Assignment			K/U C A T/I				
Formative Assignment			K/U C A T/I				
Summative Assignment			K/U C A T/I				
Diagnostic Assignment			K/U C A T/I				
Formative Assignment			K/U C A T/I				
Summative Assignment			K/U C A T/I				

Appendix C (Continued)

Performance Record (Sample)

Student:

	Learning Expectations	Vocabulary and/or Grammar	Achievement category	Achievement level	Performance	Comment	Date
Diagnostic Assignment: *Exercise on verb sheet*	LI1.01	regular verbs in the past tense	K/U X C A T/I	3	8/10	Room for improvement	Oct. 4
Formative Assignment: *Exercise in workbook*	LI1.01	regular verbs in the past tense	K/U X C A T/I	3	9/10	Almost 10/10!	Oct. 6
Summative Assignment: *Exercise B on list. quiz*	LI1.01	regular verbs in the past tense	K/U X C A T/I	4	10/10	Perfect!	Oct. 8
Diagnostic Assignment: *Peer questioning*	SP1.02	regular verbs in the past tense	K/U C X A T/I	1	Observation: little effort	Try to use German only!	Oct. 5
Formative Assignment: *Spot questioning*	SP1.02	regular verbs in the past tense	K/U C X A T/I	2	Somewhat complete, correct comments	Keep working at it!	Oct. 7
Summative Assignment: *Oral interview*	SP1.02	regular verbs in the past tense	K/U C X A T/I	3	8/10	Congratulations! What an improvement!	Oct. 11
Diagnostic Assignment: *Group draft*	WR1.01	Vocab. for a television critique	K/U C A T/I X	R	Missing segments, model not followed	Refer to the model and the rubric!	Oct. 7
Formative Assignment: *First draft*	WR1.01	Vocab. for a television critique	K/U C A T/I X	2	Still not following the model closely	Refer to the model	Oct. 12
Summative Assignment: *Polished draft*	WR1.01	Vocab. for a television critique	K/U C A T/I X	3	Language problems, but has all elements	A big improvement!	Oct. 14

Appendix C (Continued)

Anecdotal record

Student: _____

Date:	Learning Skills Achievement Category Language Skills	Observation:	Follow-up:
Date:	Learning Skills Achievement Category Language Skills	Observation:	Follow-up:
Date:	Learning Skills Achievement Category Language Skills	Observation:	Follow-up:
Date:	Learning Skills Achievement Category Language Skills	Observation:	Follow-up:
Date:	Learning Skills Achievement Category Language Skills	Observation:	Follow-up:
Date:	Learning Skills Achievement Category Language Skills	Observation:	Follow-up:
Date:	Learning Skills Achievement Category Language Skills	Observation:	Follow-up

Appendix C (Continued) Anecdotal Record (Sample)

Student:

Date: Wed., Sept. 8	Learning Skills X *Organization* Achievement Category Language Skills	Observation: *Homework not done*	Follow-up: *Discussion about organization*
Date: Fri., Sept. 10	Learning Skills X *Organization* Achievement Category Language Skills	Observation: *No German textbook*	Follow-up: *Discussion about learning skills rubric*
Date: Mon., Sept. 14	Learning Skills Achievement Category X *Thinking/Inquiry* Language Skills	Observation: *Very original thinking*	Follow-up: *Encouragement*
Date: Tues., Sept. 15	Learning Skills Achievement Category Language Skills X *Writing*	Observation: *Poor knowledge of verb endings in present tense*	Follow-up: *Extra help with peer tutor, goal-setting*
Date: Mon., Sept. 21	Learning Skills X *Work habits/Organization* Achievement Category Language Skills	Observation: *Homework not done*	Follow-up: *Discussion about success*
Date: Thurs., Sept. 24	Learning Skills X *Teamwork* Achievement Category X *Communication* Language Skills	Observation: *No participation in group assignment*	Follow-up: *Discussion after class*
Date: Fri., Sept. 25	Learning Skills X *Teamwork* Achievement Category X *Communication* Language Skills X *Listening, Speaking*	Observation: *Improved participation, made a good effort to use German*	Follow-up: *Encouragement during group work*

Appendix C (Continued)

Oral Proficiency Rating Scale (spot questioning based on questions previously practised)

Student: _____ **Activity:** _____ **Total:** _____

	Level 1 (50-59%) - an effort at answering, although with limited success	**Level 2 (60-69%)** - a somewhat complete or somewhat correct answer	**Level 3 (70-79%)** - a considerably complete or correct answer	**Level 4 (80-100%)** - a complete, correct answer or almost complete or correct answer
Response 1				
Response 2				
Response 3				
Response 4				
Response 5				
Response 6				
Response 7				
Response 8				
Response 9				
Response 10				
Total				

Comments:

Oral Proficiency Rating Scale (Sample) (spot questioning based on questions previously practised)

Student: April Snow **Activity:** Unit 3, Activity 3.2 **Total:** 24/40

	Level 1 (50-59%) - an effort at answering, although with limited success	**Level 2 (60-69%)** - a somewhat complete or somewhat correct answer	**Level 3 (70-79%)** - a considerably complete or correct answer	**Level 4 (80-100%)** - a complete, correct answer or almost complete, correct answer
Response 1		X		
Response 2		X		
Response 3			X	
Response 4	X			
Response 5	X			
Response 6		X		
Response 7			X	
Response 8				X
Response 9			X	
Response 10			X	
Total				

Comments:
- Pronunciation improving! Congratulations!
- You're answering more readily and with more confidence, April!
- Try for more Level 4s in the next activity!

Coded Expectations, International Languages, Level 4, Open Expectations LBADO–LYXDO

Oral Communication: Listening

Overall Expectation

LIV.01 · demonstrate an understanding of a variety of oral messages in various practical situations.

Specific Expectations

LI1.01 – demonstrate an understanding of vocabulary and language structures appropriate to the level by responding to various kinds of information (e.g., facts, opinions) presented in a variety of practical situations (e.g., identify key points in a television news report, comment on views expressed in a radio interview);

LI1.02 – apply information that has been conveyed to them orally in a variety of situations (e.g., use information on careers to role-play an interview for a job);

LI1.03 – demonstrate knowledge of the culture of countries where the language is spoken in a variety of activities (e.g., comment on the facts and ideas expressed in an oral presentation on a cultural topic).

Oral Communication: Speaking

Overall Expectation

SPV.01 · communicate orally in various practical situations for a variety of purposes, using language appropriate to the level.

Specific Expectations

SP1.01 – use standard pronunciation and intonation in the international language with accuracy and fluency;

SP1.02 – participate in conversations and formal exchanges of various kinds, using vocabulary and language structures appropriate to the level (e.g., answer questions from peers on a favourite hobby, simulate job interviews);

SP1.03 – express opinions and feelings in prepared and open-ended conversations and group discussions (e.g., express views on current issues that they consider relevant);

SP1.04 – demonstrate an understanding of the culture of countries where the language is spoken in a variety of practical projects (e.g., adapt a current television commercial to reflect the different cultural attitudes of viewers in a country where the language is spoken).

Reading

Overall Expectation

REV.01 · read age- and language-appropriate passages from different sources for a variety of practical purposes.

Specific Expectations

RE1.01 – read, for comprehension of main ideas, selections from a variety of texts, * including a minimum of three genres (e.g., novels, plays, short stories, articles);

RE1.02 – read aloud with increasing accuracy and fluency;

RE1.03 – demonstrate understanding of messages and information of various kinds conveyed through a variety of media (e.g., summarize information on a career given on the Internet);

RE1.04 – respond to texts from a variety of sources and media in increasingly complex ways (e.g., analyse information presented in a television program);

RE1.05 – demonstrate knowledge of the culture of countries where the language is spoken in a variety of complex practical projects (e.g., develop a project on the economic achievements or trade activities of a country where the language is spoken, using newspaper and magazine articles as well as a variety of electronic resources).

Writing

Overall Expectation

WRV.01 · write for a variety of practical purposes and for different audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

WR1.01 – write summaries and reports, using vocabulary and language structures appropriate to the level (e.g., write a report on career opportunities in a country where the language is spoken);

WR1.02 – convey information and express opinions in writing, using different forms (e.g., write a résumé, business letter, or personal composition on an environmental or other issue);

WR1.03 – revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;

WR1.04 – edit and proofread their work for accuracy of language, using input from peers and the teacher as well as a variety of other resources (e.g., print and electronic dictionaries, spell-check and grammar features of software programs);

WR1.05 – demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays (e.g., write a report on the effects of technology on the culture of a country where the language is spoken).

Unit 3: Showtime!

Time: 27.5 hours

Unit Description

Students consider the high profile of celebrities in the media. Authentic television commercials and programs provide cultural input, while comic book selections and storyboards serve as springboards for the students to write their own scripts for a television show. Students role-play various stages of the audition process and write résumés with cover letters. Students critique each other's productions and assemble newspaper entertainment spreads in groups. Finally, students submit assignments for their language portfolio.

Strand(s) & Learning Expectations

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Overall Expectations: LIV.01, SPV.01, REV.01, WRV.01.

Specific Expectations: LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Description
3.1. Who's who? 5.5 hours	See Assessment/ Evaluation Chart in unit.	See Assessment/ Evaluation Chart in unit.	Students discuss the high profile of celebrities in the media, read about the influence of media, and view television commercials.
3.2. Write your own script! 5.5 hours	See Assessment/ Evaluation Chart in unit.	See Assessment/ Evaluation Chart in unit.	Students develop a script from a storyboard.
3.3. Hold auditions! 5 hours	See Assessment/ Evaluation Chart in unit.	See Assessment/ Evaluation Chart in unit.	Students role-play celebrities and create résumés for them, then audition for productions of each other's scripts. Students decide who will play each role and write acceptance and rejection letters to their classmates.
3.4. Rehearse! 6 hours	See Assessment/ Evaluation Chart in unit.	See Assessment/ Evaluation Chart in unit.	Students rehearse their scripts in preparation for videotaping. Acting both as actor and director at times, they give and receive set directions. Students write memos to cast members. They role-play celebrities on talk shows.
3.5. Produce! 5.5 hours	See Assessment/ Evaluation Chart in unit.	See Assessment/ Evaluation Chart in unit.	Students act both as performers and critics. After videotaping and viewing the student productions, student groups write critiques for newspapers.

Activity 3.1: Who's who?

Time: 5.5 hours

Description

Students discuss the appeal of celebrity gossip in the media, then read about the influence of media in the countries where the language of study is spoken. They also read about what is popular there, and about consumer trends and the economy in those countries. After viewing a series of television commercials, students analyse the cultural differences they perceive. The awareness and language knowledge developed in this activity are crucial to the successful production of student-written shows later in the unit. Assessment includes student portfolios, teacher feedback, spot checks, an oral performance and a 3-skill quiz (listening, reading, writing).

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages in various practical situations;
SPV.01 - communicate orally in various practical situations for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of practical purposes;
WRV.01 - write for a variety of practical purposes and for different audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding to various kinds of information presented in a variety of practical situations;
LI1.02 - apply information that has been conveyed to them orally in a variety of situations;
LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of activities;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and formal exchanges of various kinds, using vocabulary and language structures appropriate to the level;
SP1.03 - express opinions and feelings in prepared and open-ended conversations and group discussions;
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of practical projects;
RE1.01 - read, for comprehension of main ideas, selections from a variety of texts, including a minimum of three genres;
RE1.02 - read aloud with increasing accuracy and fluency;
RE1.03 - demonstrate understanding of messages and information of various kinds conveyed through a variety of media;
RE1.04 - respond to texts from a variety of sources and media in increasingly complex ways;
RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of complex practical projects;
WR1.01 - write summaries and reports, using vocabulary and language structures appropriate to the level;
WR1.02 - convey information and express opinions in writing, using different forms;
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;

WR1.04 - edit and proofread their work for accuracy of language, using input from peers and the teacher as well as a variety of other resources;
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays.

Prior Knowledge & Skills

- imperfect and perfect past tenses
- negative constructions

Planning Notes

The teacher:

- prepares a list of vocabulary associated with the media and celebrities;
- assembles chart paper and markers for the mapping activity;
- obtains newspapers in the language of study;
- finds/prepares passages with questions about media and consumer trends;
- prepares answer keys for the reading comprehension passages;
- prepares listening, reading and writing exercises on media;
- prepares questions for the video listening exercises;
- finds/prepares and copies sample compositions and rubrics;
- prepares a model dialogue;
- books computer time for word processing;
- arranges for video-taping of the discussion between critics;
- prepares the 3-skill quiz (listening, reading, writing).

Teaching/Learning Strategies

1. *Whole class*: True or false game. The teacher asks students to write down one true fact about the most famous person they have met and one falsehood about meeting with a famous person, e.g., I met the Prime Minister of Canada at my friend's house/I met the mayor's wife. The class circulates to hear each other's sentences and tries to guess which sentence is untrue. The students are on their honour to keep track of how many guesses they make correctly. Once all students have guessed each other's falsehoods and truths, the teacher leads a discussion about which truths are the most impressive and which lies are the most unbelievable. Students keep a glossary of vocabulary and structures needed to discuss media and celebrities.
2. *Pairs:* Students list factors which make a person a celebrity. The class discusses the results of their brainstorming by mapping the categories into which the factors fall.
3. *Small group:* Using newspapers in the language of study, students cut out a variety of articles about high-profile people. They sort the articles into four piles based on their interest level for the general public, answering the question *Which news items would make the best content for a television report*? (Level One = least interesting, Level Two = somewhat interesting, Level Three = interesting, Level Four = extremely interesting.)
4. *Whole class:* The class compares the various groups' results, leading to a consensus about which news items have the most potential to capture the general public's interest and why.
5. *Individual/Small group:* The students read short prepared passages about:
   - the influence of media in the culture(s) where the language of study is spoken;
   - what is popular in the country(ies) where the language of study is spoken;
   - consumer trends where the language of study is spoken.

   While reading, students answer content questions in a variety of formats, e.g., short answer, multiple choice, fill-ins, true-or-false, etc. Students check their answers using answer keys.

6. *Individual:* Using the vocabulary in the glossary on the blackboard and present and past tenses of verbs useful for discussing media, students complete listening, reading and writing exercises.
7. *Whole class:* Students watch a variety of commercials in the language of study, answering a series of objective-style questions, e.g., multiple choice, fill-ins, one-word answer, true-or-false.
8. *Whole class*: Students watch a 10-minute segment from a popular television program. Following the program, the teacher asks for input about various aspects of the show and writes lists in categories on the blackboard, e.g., timing, variety, special effects, quality of filming, etc. Students write a 100-word critique of the show. They use spell-check and grammar features of software programs in the language of study, where available. Students receive input from peers and the teacher about their rough work, before handing in the final portfolio submission.
9. *Whole class:* Using a sample composition about the show they have watched, questions for guiding the composition (see Appendix 3.1.1) and a rubric (see Appendix 3.1.2), the teacher discusses expectations for a writing assignment critiquing a television show.
10. *Small group:* Using a model dialogue, students create their own dialogue between two television critics and perform it on video.
11. *Whole class:* The class gives feedback about the elements of their shows using a rating scale, while the teacher evaluates the performances in terms of oral communication.
12. *Individual:* Students complete a 3-skill quiz (listening, reading, writing) about cultures, lifestyle, media and the economy.

Assessment & Evaluation of Student Achievement

Assessment Categories	Learning Expectations	Tools	Activities
Knowledge/ Understanding Communication Thinking/ Inquiry	LI1.01, SP1.01, SP1.02, RE1.02, WR1.02	Observation	Students play the true-or-false game, leading to a whole class discussion about media and celebrities.
Application	LI1.01, SP1.01, SP1.02, SP1.03, WR1.02	Observation	Students map out categories based on brainstorming.
Thinking/ Inquiry	LI1.01, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04	Observation	Students sort newspaper articles based on their interest level.
Communication	LI1.01, LI1.02, SP1.02, SP1.03, SP1.04	Observation	Students discuss why news items interest the general public.
Application	RE1.01, RE1.03, RE1.04, RE1.05	Self-assessment using answer keys Portfolio tracking sheet	Students read short passages and complete objective-style questions.
Application	LI1.01, LI1.02, LI1.03, RE1.01, RE1.03, RE10.5, WR1.01, WR1.05	Answer keys Portfolio tracking sheet	Students complete listening, reading and writing exercises on media.
Application	LI1.01, LI1.03, RE1.02	Observation	Students complete questions about commercials.

Assessment Categories	Learning Expectations	Tools	Activities
Application Thinking/ Inquiry	LI1.01, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, WR1.04	Spot check: Note-taking	Students analyse elements of a popular television program.
Application Thinking/ Inquiry	WR1.01, WR1.03, WR1.04, WR1.05	Rubric Portfolio submission	Students write a critique of a television show.
Communication	LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.04, WR1.02	Oral performance rubric Peer rating scale: Timing 1 2 3 4 Variety 1 2 3 4 Interest Level 1 2 3 4 Sound 1 2 3 4 Lighting 1 2 3 4 = /20 Portfolio submission	Students write and perform dialogues on video.
Application	LI1.01, LI1.03, RE1.01, RE1.03, RE1.05, WR1.02	Pencil-and-paper quiz Portfolio tracking sheet	Students complete a 3-skill quiz (listening, reading, writing).

Accommodations

For support

- Prepare cards to assist with writing truths and falsehoods, e.g., *I have visited* _____, *I met* _____, *I won* _____ *in a lottery, etc.*
- Provide a list of possible elements that make shows successful as a starting point.
- Provide a fill-in exercise for the critique assignment.

For enrichment

- Have students research popular opinion about various celebrities on the Internet.
- Have students debate the statements developed by groups.

Resources

See Overview for websites, Community Resources and Unit Resources in a number of languages.

Activity 3.2: Write your own script!

Time: 5.5 hours

Description

Students create a television segment. They develop storyboards for their own productions, devising their own television characters and a plot. Using commercially produced script-writing programs, if available, students write a script in groups. Groups design posters to advertise auditions for their shows. The emphasis on process writing in this activity provides an excellent opportunity for the teacher to monitor improvement from the diagnostic stage through the formative stage to the final product.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages in various practical situations;
SPV.01 - communicate orally in various practical situations for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of practical purposes;
WRV.01 - write for a variety of practical purposes and for different audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding to various kinds of information presented in a variety of practical situations;
LI1.02 - apply information that has been conveyed to them orally in a variety of situations;
LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of activities;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and formal exchanges of various kinds, using vocabulary and language structures appropriate to the level;
SP1.03 - express opinions and feelings in prepared and open-ended conversations and group discussions;
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of practical projects;
RE1.01 - read, for comprehension of main ideas, selections from a variety of texts, including a minimum of three genres;
RE1.03 - demonstrate understanding of messages and information of various kinds conveyed through a variety of media;
RE1.04 - respond to texts from a variety of sources and media in increasingly complex ways;
RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of complex practical projects;
WR1.01 - write summaries and reports, using vocabulary and language structures appropriate to the level;
WR1.02 - convey information and express opinions in writing, using different forms;
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proofread their work for accuracy of language, using input from peers and the teacher as well as a variety of other resources;
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays.

Prior Knowledge & Skills

- infinitives
- comparative and superlative adjectives
- possessive forms of nouns
- vocabulary associated with the media

Planning Notes

The teacher:

- finds a 10-minute video segment in the language of study;
- prepares a blank storyboard overhead;
- prepares a list of vocabulary useful to discuss a story, e.g., plot, characters, event;
- arranges dictionaries and computer resources for the writing process;
- copies blank storyboards for the group work;
- prepares listening, reading and writing exercises;
- obtains a data projector;
- copies the television script rubric for students (See Appendix 3.2.1);
- arranges computer time for script-writing, if available.

Teaching/Learning Strategies

1. *Whole class*: Students watch a 10-minute television segment on video in the language of study and take notes about the various stages of the story. Following the viewing, students create a storyboard of the segment on the overhead. Students keep a glossary of vocabulary and structures needed to discuss elements of a story, e.g., plot, characters, events, etc. If appropriate television segments are not available, have students create a storyboard based on a short dialogue.
2. *Pairs:* Students invent a problematic relationship between two characters which they think would make an interesting television plot. Pairs circulate to present/share their ideas.
3. *Whole class:* The teacher discusses expectations for a group writing assignment: creating a television script based on a storyboard. Students are encouraged to contribute suggestions toward the final rubric before it is copied for student reference. (See TV script rubric in Appendix 3.2.1.)
4. *Small group:* Students choose the dilemma invented by one pair as the basis for a group project, namely the creation of a storyboard for a television show. Groups develop a storyboard for a five-minute segment of a television show with explanations of the action below each frame. Groups suggest revisions for other groups' storyboards.
5. *Individual:* Using the vocabulary in their glossaries, students complete listening, reading and writing exercises.
6. *Small group:* Students create a television script based on a storyboard. Peer-group editing and teacher input occur during this process. The final script is submitted to the teacher for assessment.
7. *Small group:* Students create audition posters and post them.

Assessment & Evaluation of Student Achievement

Assessment Categories	Learning Expectations	Tools	Activities
Knowledge/ Understanding	LI1.01, WR1.01	Observation	Students watch a television segment and take notes about stages of the story.
Application Thinking/ Inquiry	LI1.01, SP1.01, SP1.02, SP1.04	Observation Spot questioning	Pairs present to each other the premise they have invented for a television plot.
Application Thinking/ Inquiry	LI1.02, SP1.03, WR1.01, WR1.05	Observation Informal diagnostic assessment	Groups create a storyboard for a television show.
Application	WR1.03, WR1.04	Informal formative assessment	Groups revise their storyboards.

Assessment Categories	Learning Expectations	Tools	Activities
Knowledge/ Understanding Application	LI1.01, LI1.02, LI1.03, RE1.01, RE1.03, RE1.04, RE1.05, WR1.02, WR1.05	Self-evaluation using answer keys	Students complete listening, reading and writing exercises.
Application	WR1.02, WR1.03, WR1.04, WR1.05	Rubric: TV script (See Appendix 3.2.1	Groups create a television script.
Application Thinking/ Inquiry	WR1.02	Feedback during auditions in Activity 3.3	Small groups create audition posters for their television shows.

Accommodations

For support

- Provide a fill-in exercise to reinforce new glossary vocabulary.
- Provide a profile sheet with headings to assist with character profiles.
- Provide a template with blanks and possible fill-ins for the adaptation from a comic book selection.
- Allow students to use comic book selections as the basis for their scripts.

For enrichment

- Students role-play as much as possible during this activity.
- Students write classified ads instead of a poster.

Resources

Please see Overview for websites, Community Resources and Unit Resources in a number of languages.

Activity 3.3: Hold auditions!

Time: 5 hours

Description

In this activity, students role-play celebrities and create résumés. They create dialogues in which they audition for one of the roles in the student-written scripts from the previous activity. The class decides who should play the various roles, and students write acceptance/rejection letters. Assessment includes an oral presentation, letter writing, and a 3-skill test (listening, reading, writing).

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages in various practical situations;
SPV.01 - communicate orally in various practical situations for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of practical purposes;
WRV.01 - write for a variety of practical purposes and for different audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding to various kinds of information presented in a variety of practical situations;
LI1.02 - apply information that has been conveyed to them orally in a variety of situations;
LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of activities;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and formal exchanges of various kinds, using vocabulary and language structures appropriate to the level;
SP1.03 - express opinions and feelings in prepared and open-ended conversations and group discussions;
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of practical projects;
RE1.01 - read, for comprehension of main ideas, selections from a variety of texts, including a minimum of three genres;
RE1.02 - read aloud with increasing accuracy and fluency;
RE1.03 - demonstrate understanding of messages and information of various kinds conveyed through a variety of media;
RE1.04 - respond to texts from a variety of sources and media in increasingly complex ways;
RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of complex practical projects;
WR1.01 - write summaries and reports, using vocabulary and language structures appropriate to the level;
WR1.02 - convey information and express opinions in writing, using different forms;
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proofread their work for accuracy of language, using input from peers and the teacher as well as a variety of other resources;
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays.

Prior Knowledge & Skills

- irregular adjectives
- comparative and superlative adverbs

Planning Notes

The teacher:

- prepares an overhead of headings (personal information, education, interests, references, etc.) for a résumé;
- copies blank résumés for student use;
- prepares objective-style questions and answer keys based on readings about auditioning;
- finds/creates short scripts to unscramble;
- provides a fill-in version of a transcript for students to write their own audition dialogues;
- provides sample point-form character profiles;
- provides a fill-in cover letter;
- provides a fill-in audition dialogue;
- provides fill-in samples of acceptance letters and rejection letters;
- prepares envelopes containing scrambled scripts;
- prepares listening, reading and writing exercises about auditions;

- transcribes and copies the script of the audition;
- prepares a sample cover letter to accompany an actor's résumé;
- keeps track of which students will direct or play roles;
- prepares a 3-skill quiz (listening, reading, writing) on auditions.

Teaching/Learning Strategies

1. *Whole class:* With suggestions from students, the teacher creates a résumé for a well-known actor or actress at the overhead. Although students may not be familiar with the career details of the celebrity, they invent the star's history. (If a real résumé is available in the language of study, this would of course make a good alternative to open discussion with the class.) The students continue to keep a glossary in their notes.
2. *Pairs*: Using a blank résumé with headings, students invent two celebrities they would like to role-play.
3. *Whole class:* Where available, students watch a video of a job interview or an audition for a television show and answer objective-style questions. They check their answers using answer keys.
4. *Small group:* Using sentences on strips of paper, students unscramble the interview/audition they have just seen.
5. *Individual:* Using the vocabulary and structures in their glossaries, students complete listening, reading and writing exercises.
6. *Pairs:* Students design job interviews/auditions based on their invented celebrities.
7. *Small group:* The groups from the previous script-writing activity create point-form character profiles for the roles in their television shows.
8. *Individual:* In role, students consider the audition posters from the previous activity and decide which role they would like to audition for and write a letter to accompany one of their résumés.
9. *Individual:* Students edit each other's letters.
10. *Small group:* Students create and perform a dialogue between the casting director and an actor/actress.
11. *Whole class:* Considering all the roles in the various student-written scripts, the class discusses who should play the various roles.
12. *Whole class:* Students read a sample acceptance letter and a sample rejection letter.
13. *Small group:* Students write acceptance and rejection letters.
14. *Individual:* Students complete a 3-skill quiz (listening, reading, writing) based on the auditioning process.

Assessment & Evaluation of Student Achievement

Assessment Categories	Learning Expectations	Tools	Activities
Knowledge/ Understanding Thinking/Inquiry	LI1.01, SP1.01, SP1.02, WR1.02	Observation	Students invent a résumé for a celebrity.
Application Thinking/Inquiry	LI1.01, SP1.01, SP1.02, WR1.02	Observation Spot questioning	Students create celebrity résumés in pairs.
Knowledge/ Understanding Application	LI1.01, LI1.02, RE1.03, WR1.01, WR1.05	Answer keys	In writing, students answer questions about a job interview video.

Assessment Categories	Learning Expectations	Tools	Activities
Application	RE1.02, RE1.04	Observation	Groups unscramble a script segment.
Knowledge/ Understanding Application	LI1.01, LI1.02, LI1.03, RE1.01, RE1.03, RE1.04, RE1.05, WR1.02, WR1.05	Self-evaluation using answer keys Paper-and-pencil quizzes	Students complete listening, reading and writing exercises about the auditioning process.
Application Thinking/Inquiry	RE1.01, RE1.05, WR1.01, WR1.05	Observation	Students adapt the audition/interview script to apply to the celebrities for whom they have developed résumés.
Application	LI1.01, SP1.03, RE1.04, WR1.02	Observation	Original script-writing groups create point-form character profiles.
Knowledge/ Understanding Application	LI1.01, SP1.01, SP1.02, SP1.03, WR1.02	Informal diagnostic assessment	Students write a letter to accompany a résumé.
Application	RE1.03	Observation	Students read the audition posters from previous activity.
Application Thinking/Inquiry	WR1.02, WR1.03, WR1.04	Peer and teacher editing Checklist	Students write letters.
Communication	LI1.01, LI1.02, LI1.03, SP1.01, SP1.04	Oral presentation rubric	Students create and perform dialogues of interview/audition situations.
Communication Thinking/Inquiry	LI1.01, SP1.01, SP1.02	Observation Spot questioning	The class decides who will play the different roles in the student-written scripts.
Application	WR1.02, WR1.04, WR1.05	Observation	Students write rejection/acceptance letters.
Application	LI1.01, LI1.02, LI1.03, RE1.01, RE1.03, RE1.04, RE1.05, WR1.02, WR1.05	Paper-and-pencil test	Students complete a 3-skill quiz (listening, reading, writing).

Accommodations

For support

- Provide a translation or translate segments of the television script (or use a segment with subtitles, where available).

For enrichment

- Have students lead the discussion about who will play the various roles.

Resources

Please see Overview for websites, Community Resources and Unit Resources in a number of languages.

Activity 3.4: Rehearse!

Time: 6 hours

Description

Students rehearse their scripts in preparation for video-taping their productions in the final activity. In addition to practising giving and receiving set directions, they write memos to each other about improving the production. Students role-play celebrities on talk shows discussing the progress of their latest film shoot while the rest of the class acts as the studio audience. Assessment tools include self- and peer evaluation using answer keys, a learning skill rating scale, an oral presentation rubric and a writing rubric.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages in various practical situations;
SPV.01 - communicate orally in various practical situations for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of practical purposes;
WRV.01 - write for a variety of practical purposes and for different audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding to various kinds of information presented in a variety of practical situations;
LI1.02 - apply information that has been conveyed to them orally in a variety of situations;
LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of activities;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and formal exchanges of various kinds, using vocabulary and language structures appropriate to the level;
SP1.03 - express opinions and feelings in prepared and open-ended conversations and group discussions;
RE1.01 - read, for comprehension of main ideas, selections from a variety of texts, including a minimum of three genres;
RE1.02 - read aloud with increasing accuracy and fluency;
RE1.03 - demonstrate understanding of messages and information of various kinds conveyed through a variety of media;
RE1.04 - respond to texts from a variety of sources and media in increasingly complex ways;
RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of complex practical projects;
WR1.02 - convey information and express opinions in writing, using different forms (e.g., write a résumé, business letter, or personal composition on an environmental or other issue);
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proofread their work for accuracy of language, using input from peers and the teacher as well as a variety of other resources;
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays.

Prior Knowledge & Skills

- irregular adverbs

Planning Notes

The teacher:

- prepares a list of directions for the Total Physical Response (TPR) activity;
- prepares sets of pictures to match directions;
- prepares and copies readings about rehearsals;
- prepares comprehension questions and answer keys;
- prepares the beginning of a checklist of things for a rehearsal;
- prepares memos between a director and a producer;
- arranges rehearsal space for groups;
- prepares a substitution dialogue for talk show simulations;
- prepares and copies oral presentation rubric;
- prepares reading comprehension test on rehearsal situations.

Teaching/Learning Strategies

1. *Whole class:* Using the TPR technique, the teacher gives set directions, e.g., *Move forward, stay still, speak more loudly, here's your line, that's your cue, etc.* (See Appendix 3.4.1 for a list of suggested set directions.)
2. *Whole class:* In two teams, students match written commands with actions mimed by the teacher.
3. *Small group:* Students match pictures with written commands.
4. *Individual:* Students answer objective questions about readings involving rehearsal situations and check their answers using answer keys.
5. *Whole class*: The students develop a list of things to prepare before beginning to rehearse.
6. *Small group:* Students regroup according to the roles they decided on at the end of Activity 3.3, e.g., director and cast, and begin to rehearse scripts. The teacher circulates to assist with pronunciation, intonation, etc.
7. *Whole class:* Using sample memos from a director to a producer and from the producer back to the director, students practise writing memos, replacing the underlined elements with other stage directions.
8. *Pair:* Students edit each other's memos. The teacher circulates to assist with the editing process as well. Following a final proofreading by the teacher and peers, students hand in their polished copies. These are assessed using a writing rubric.
9. *Small group:* In their new groups, students rehearse their scripts.
10. *Individual:* Students view a videotaped interview with a television star about an upcoming production and complete objective questions. They check their answers using answer keys.
11. *Whole class:* Using a substitution dialogue, students practise interviewing an actor, an actress, a producer or a director, to find out how rehearsals are going for the upcoming production.
12. *Pair:* Students prepare and perform a dialogue between a talk show host and an actress, an actor, a director or a producer about the upcoming production. Peers provide feedback while the teacher assesses the performance using a rubric.
13. *Individual:* Students complete an objective reading test on giving directions on the set.

Assessment & Evaluation of Student Achievement

Assessment Categories	Learning Expectations	Tools	Activities
Knowledge/ Understanding	LI1.01	Observation	Students practise responding to set directions using TPR.
Knowledge/ Understanding Application	RE1.01, RE1.02	Observation	Students match commands with actions.
Knowledge/ Understanding Application	RE1.01, RE1.02	Answer keys	Students match pictures with written commands.
Application	RE1.01, RE1.04, WR1.02, WR1.05	Answer keys	Students answer questions about readings involving rehearsal situations.
Communication Thinking/Inquiry	LI1.01, LI1.03, SP1.01, SP1.02	Observation	The class develops a list of suggestions for preparing to rehearse a production.
Application	LI1.01, LI1.02, SP1.01, SP1.03, RE1.02	Observation Peer rating scale: Contribution 1 2 3 4 Memorization 1 2 3 4 Performance 1 2 3 4	Production groups begin to rehearse.
Application Thinking/Inquiry	RE1.02, WR1.02	Informal diagnostic assessment	Students practise reading and writing memos.
Knowledge/ Understanding Thinking/Inquiry	RE1.02, WR1.02, WR1.03, WR1.04	Writing rubric	Students edit and revise each other's memos.
Application Communication	LI1.01, LI1.02, SP1.01, SP1.03, RE1.02	Observation Learning skills rating scale: Initiative 1 2 3 4 Organization 1 2 3 4 Teamwork 1 2 3 4 Work habits 1 2 3 4	Production groups continue to rehearse, using cue cards where necessary.
Application	LI1.01, LI1.02, RE1.03	Answer keys	Students complete questions about a video-taped interview.
Application Communication Thinking/Inquiry	LI1.01, LI1.02, SP1.01, SP1.02	Observation Informal formative assessment	Students role-play interviews with actors, producers and directors.
Communication	LI1.01, LI1.02, SP1.01, SP1.02, SP1.04	Oral presentation rubric	Students perform interview dialogues.
Application	RE1.01, RE1.03, RE1.04, RE1.05	Paper-and-pencil reading comprehension summative test	Students complete an objective reading test on set directions.

Accommodations

For support

- Give students a glossary with pictures depicting actions before TPR exercise.
- Use mixed-ability groupings for the productions and the pair work dialogues.
- Provide possible fill-ins for the talk show dialogue.
- Allow students to use cue cards.

For enrichment

- Have a student run the matching games.

Resources

See Overview for websites, Community Resources and Unit Resources in a number of languages.

Activity 3.5: Produce!

Time: 5.5 hours

Description

In this culminating activity, students act as performers and critics. Using point-form notes, they practise writing critiques. Then, they videotape their own productions. The class views all the productions and each group answers questions about its show. Groups produce newspaper pages consisting of several critiques. These circulate among the groups for students to read. Assessment includes a video portfolio submission, oral proficiency spot questioning, a 3-skill unit test (listening, reading, writing) and an interview with the teacher.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages in various practical situations;
SPV.01 - communicate orally in various practical situations for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of practical purposes;
WRV.01 - write for a variety of practical purposes and for different audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding to various kinds of information presented in a variety of practical situations;
LI1.02 - apply information that has been conveyed to them orally in a variety of situations;
LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of activities;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and formal exchanges of various kinds, using vocabulary and language structures appropriate to the level;
SP1.03 - express opinions and feelings in prepared and open-ended conversations and group discussions;
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of practical projects;

RE1.01 - read, for comprehension of main ideas, selections from a variety of texts, including a minimum of three genres;
RE1.02 - read aloud with increasing accuracy and fluency;
RE1.03 - demonstrate understanding of messages and information of various kinds conveyed through a variety of media;
RE1.04 - respond to texts from a variety of sources and media in increasingly complex ways;
RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken in a variety of complex practical projects;
WR1.01 - write summaries and reports, using vocabulary and language structures appropriate to the level;
WR1.02 - convey information and express opinions in writing, using different forms;
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proofread their work for accuracy of language, using input from peers and the teacher as well as a variety of other resources;
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays.

Prior Knowledge & Skills

- irregular nouns
- vocabulary associated with critiques

Planning Notes

The teacher:

- copies a theatre review;
- finds TV and/or radio news programs involving celebrities and shows;
- finds/prepares listening, reading and writing exercises on television/radio productions and celebrities;
- arranges space and time for video-taping student-written productions;
- arranges computer time for word processing and layout of newspaper spreads;
- prepares a 3-skill unit test (listening, reading, writing);
- prepares oral interview format and schedule;
- organizes and monitors language portfolios.

Teaching/Learning Strategies

1. *Whole class*: Using copies of a theatrical performance review, the teacher asks groups to create a list of vocabulary related to producing a show.
2. *Whole class/individual:* Students complete listening exercises while listening to TV and/or radio news programs involving celebrities and shows.
3. *Small group:* Students videotape their productions.
4. *Whole class:* Students watch each other's productions.
5. *Small group:* Students create questions to ask the production groups about their video segment.
6. *Individual:* Students answer questions from their peers about their productions.
7. *Individual:* Students write a guided composition using Appendix 3.1.1(a critique of a production by one of the other groups).
8. *Small group:* Students read and edit each other's critiques. Students return to their group to get further advice about revisions and to get corrections on their use of vocabulary, grammar, etc. The teacher circulates to assist with this process.
9. *Individual:* Students write the final draft of their critique.

10. *Small group:* Students produce a newspaper/magazine composed of several critiques, illustrating each one with a picture from the production, where digital technology is available.
11. *Small group:* Students read each other's newspaper/magazine spreads.
12. *Individual:* Students complete a 3-skill unit test (listening, reading, writing) and an oral interview (oral communication) with the teacher (see Appendix 3.5.2 for a suggested oral interview format).

Assessment & Evaluation of Student Achievement

Assessment Categories	Learning Expectations	Tools	Activities
Knowledge/ Understanding Thinking/ Inquiry	LI1.01, LI1.02, SP1.01, SP1.03, RE1.01, WR1.01, WR1.02	Observation	Students create a list of vocabulary related to producing a show.
Application	LI1.01, LI1.02, LI1.03	Answer key	Students complete listening exercises based on TV/radio programs.
Communication Application	LI1.01, LI1.02, SP1.01, SP1.04	Checklist	Students videotape their productions for their portfolios.
Application Thinking/ Inquiry	WR1.01	Observation	Students write questions to ask other groups.
Communication Application	LI1.01, LI1.03, SP1.01, SP1.02	Spot questioning	Students respond orally to questions from peers.
Application Thinking/ Inquiry	WR1.02, WR1.05	Rubric: Critique of a production (diagnostic)	Students write a guided composition: a production critique (See Appendix 3.1.1).
Communication Application	RE1.01, RE1.02, WR1.02, WR1.03, WR1.04	Observation Spot questioning	Students read each other's critiques and give editorial input.
Thinking/ Inquiry	RE1.01, RE1.02, WR1.02, WR1.03, WR1.04	Observation Learning Skill Rating Scale: Work habits 1 2 3 4 Teamwork 1 2 3 4	Students get final advice for revisions of their critiques.
Application	WR1.02, WR1.04, WR1.05	Rubric: Critique of a production (Appendix 3.1.2)	Students write the final draft of their critiques for evaluation by the teacher.
Application Thinking/ Inquiry	LI1.01, SP1.01, WR1.04	Learning Skill Peer Rating Scale: Initiative 1 2 3 4 Work habits 1 2 3 4 Organization 1 2 3 4 Teamwork 1 2 3 4	Groups produce a newspaper/magazine with their critiques.
Application	RE1.01, RE1.04	Observation	Students read each other's newspaper/magazines.

Assessment Categories	Learning Expectations	Tools	Activities
Application	LI1.01, LI1.02, LI1.03, RE1.01, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.05	Paper-and-pencil test	Students complete a 3-skill unit test (listening, reading, writing).
Communication Application	LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04	Rubric (See Appendix 3.5.3 for suggested format)	Students complete an oral interview with the teacher.

Accommodations

For support

- Provide a list with category headings for the newspaper/magazine vocabulary group task.
- Explain difficult language during the viewing of the news programs.
- Use teacher-prepared critiques instead of authentic media critiques.
- Provide a fill-in model of a critique.
- Provide guiding questions for note-taking during the viewing of student productions.
- Provide a template for the newspaper/magazine spread assignment.
- Repeat questions as often as required during the oral interview.

For enrichment

- Have a strong language student conduct the question period.

Resources

Please see Overview for websites, Community Resources and Unit Resources in a number of languages.

Appendix 3.1.1

Guided composition questions: Writing a television show critique

1. What show did you see?
2. When did you see it?
3. What are the names of the actors, director and producer?
4. What was the main plot?
5. Describe the characters – e.g., funny, serious, flamboyant.
6. Was there enough variety? Did the show keep your interest?
7. Was the show appropriate for an audience in countries where the language of study is spoken?
8. Discuss the special effects, where applicable.
9. What were the sound and lighting like?
10. Overall, how would you rate the production?
11. Which elements in particular make it worth seeing?

Appendix 3.1.2

(for Activity 3.1 and 3.5)

Rubric: *Showtime!* – Critique of a television show

Student: _____

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Organization (based on questions in Appendix 3.1.1)	- answers few questions	- answers some questions	- answers most questions	- answers all or almost all questions
Use of language	- uses vocabulary and structures with limited effectiveness	- uses vocabulary and structures with some effectiveness	- uses vocabulary and structures with moderate effectiveness	- uses vocabulary and structures very effectively
Content	- provides limited information	- provides some information	- provides considerable information	- provides necessary information
Process	- has limited success with revising rough copy, editing and final copy	- has some success with revising rough copy, editing and final copy	- has moderate success with revising rough copy, editing and final copy	- has complete success with revising rough copy, editing and final copy

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Comments:

Appendix 3.2.1

Rubric: Student-written television script assessment

Group members: _____ _____ _____ _____ _____

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Organization	- sequence has limited logic	- sequence has some logic	- sequence has considerable logic	- sequence is logical
Use of language	- uses vocabulary and structures with limited effectiveness	- uses vocabulary and structures with some effectiveness	- uses vocabulary and structures with considerable effectiveness	- uses vocabulary and structures with a high degree of effectiveness
Creativity	- plot and characters development show limited creativity	- plot and characters development show some creativity	- plot and characters development show considerable creativity	- plot and characters development show high degree of creativity
Process	- has limited success with revising and editing final copy	- has some success with revising and editing final copy	- has considerable success with revising and editing final copy	- has a high degree of success with revising and editing final copy

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Comments:

Appendix 3.4.1

Set directions

Move forward!
Back up a bit!
Move behind the…!
Come out from behind the…!
Stay still!
More loudly!
Here's your line:
That's your cue!
Ready! Lights! Camera! Action!
Quiet on the set!
On stage, please!
Move to the left!
Move to the right!
Please don't talk!
Memorize that line!
Don't look at the cue cards!
Don't look at the camera!
Act sad!
Act interested!
Act bored!
Act confused!
Act happy!
Act angry!
Act embarrassed!
Act surprised!
React!
Don't react!

Appendix 3.5.2

Oral interview format for Showtime!

(Adapt to the International Language)
Questions from teacher:

A. Overview of unit (discussion)

1. Who is your favourite celebrity? Why?
2. Show me your storyboard and tell me the story in your own words.
3. Show me your celebrity's résumé. Did you get the part? Why (not)?
4. Show me the rejection letter or the acceptance letter. How did you feel when you received it?
5. What did you (not) like about rehearsing?
6. Which production was the best? Why?

B. Discussion of video product (after viewing a segment of the student's video together with her/him)

1. What was your role in this production?
2. What did you like about the production?
3. What did you find most difficult about producing a television segment?

Appendix 3.5.3

Rubric: Oral Interview

Unit 3: Showtime! (Culminating Activity)

Student: _____

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Thinking/ Inquiry Ideas	- makes few connections	- makes some connections	- makes considerable connections	- makes all or nearly all connections
Communication Flow	- answers with limited fluency	- answers with some fluency	- answers with considerable fluency	- answers with a high degree of fluency
Knowledge/ Understanding Use of language				
• vocabulary	- uses limited vocabulary	- uses some vocabulary	- uses considerable vocabulary	- uses extensive vocabulary
• grammatical structures	- uses limited grammatical structures	- uses some grammatical structures	- uses considerable grammatical structures	- uses extensive grammatical structures

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Comments